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ABSTRACT

Undergraduate and graduate education students (N=2,405) from 13 Renaissance Group Institutions were surveyed regarding their perceptions of the expectations of faculty involved in teacher education. A questionnaire, completed by participants, asked for background information and opinions regarding faculty work, pay, and role expectations. Student respondents indicated that teaching was overwhelmingly the most important job of a college education professor and that professors should dedicate more of their time to teaching. While students typically believed that education professors did an "outstanding job of preparing teachers," they were perceived as doing only a slightly better job of teaching than professors in other fields. Regarding grades, the majority of students disagreed with the often stated assumption that higher grades are easier to earn in education courses than in courses in other fields of study. Students thought that education professors worked approximately 41 hours per week, spent about 17 of these hours teaching in the classroom, and had a mean estimated annual salary of $40,100 per academic year excluding summer employment. The majority felt that education professors were underpaid and had significantly less status than doctors and lawyers. References and a list of Renaissance Group Institutions and participants in the study are included. (Author/LL)

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Perspectives on Scholarship in Education:
Undergraduate and Graduate Students' Views on Faculty Scholarship

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Running Head: Students' Views

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Perspectives on Scholarship in Education:
Undergraduate and Graduate Students' Views on Faculty Scholarship

Abstract

Undergraduate and graduate education students from 13 Renaissance Group Institutions were surveyed regarding their perceptions of the role expectations of faculty involved in teacher education (N = 2,405). A one-page 23 item questionnaire asked respondents for background information and opinions regarding faculty work, pay, and role expectations. Student respondents indicated that teaching was overwhelmingly the most important job of a college education professor and that professors should dedicate more of their time to teaching. While students typically believed education professors were seen as doing an "outstanding job of preparing teachers," they were perceived as doing only a slightly better job of teaching than professors in other fields. Regarding grades, the majority of students disagreed that it is easier to get good grades in education courses than in other subjects. Students thought that education professors worked approximately 41 hours per week, spent about 17 or these hours teaching in the classroom, and had a mean estimate annual salary of $40,100 per academic year excluding summer employment. The majority felt that education professors were underpaid and that they had significantly less status than doctors and lawyers.

Perspectives on Scholarship in Education:
Undergraduate and Graduate Students' Views on Faculty Scholarship

Students are the clients of universities and colleges. They support the universities. Although they are often given opportunities to evaluate the teaching of individual faculty members, they are seldom given a voice in how the university is managed or how the university's faculty could best serve them.

In these critical times for higher education, student opinions are particularly important to help both new and veteran teachers develop greater senses of self-competency and self-efficacy to help them carry out their course planning and professional activities with the sense that they are doing them well. Student opinions can contribute to faculty members' increased sense that professional efforts are paying off. McKeachie (1982) reported that when one experiences moderate discrepancies between one's sense of self-competency and student evaluation there is motivation to change which may result in greater effectiveness; but, when one receives poor student ratings, the threat to self may be so great that one tries to avoid role responsibilities and minimally involves him/herself in activities to defend against the threat of poor student evaluations.

A number of changes in American higher education have had direct impact on teaching effectiveness of professors. McKeachie (1982) reported the greatest changes include (1) the decline of professors' salaries relative to those of other professions, (2) the change in the academic marketplace with greater emphasis on research and scholarly productivity as a criterion for promotion and added competition among those seeking promotion, (3) an increased

tendency to centralize decisions at higher levels of administration while decreasing individual faculty members' autonomy, and (4) increased emphasis on evaluation which all lead to a sense of loss of intrinsic satisfaction.

Most individuals entering college and university teaching have done so primarily because of the enjoyment they receive from scholarly pursuits, stimulation from colleagues and students, and satisfaction of being appreciated and respected by others. They did not enter teaching in higher education to attain high salaries or other extrinsic rewards (McKeachie, 1982).

Teaching, research, and service

The American professor has been asked to blend the three areas of teaching, service, and research to meet the mandates from within the university academy and beyond. While this trilogy of responsibilities is an expectation, rarely are the components assigned equal value when it comes time to evaluate professional performance. Research has come to be viewed as the first and most essential form of scholarly activity with other functions flowing through it (Boyer, 1990). However, Stanford University President Donald Kennedy, speaking at a meeting of the Stanford Academic Council, stated that teaching, in all of its forms, is the primary task of higher education. Yet, teaching is often viewed as a routine function that almost anyone can do and good teaching is an expectation. There is no inherent conflict between teaching and research in the teaching profession. To be good teachers, individuals must be learners, modeling for students the intellectual curiosity and disciplined inquiry that is hoped to be taught.

Service, the third component, was initially added to foster service to, and opportunities to help reshape, society through application of knowledge to practical problems. Service is routinely praised but is accorded little

attention while many colleges and universities have been rejecting it as serious scholarship. To be considered scholarship, Boyer (1990) stated that service activities must be tied directly to one's special field of knowledge, be serious, demanding, and rigorous. Many contend that a need exists to develop an inclusive view that scholarship is a synthesis of the three components of teaching, research, and service.

In recent years, there has been a significant shift toward research in faculty evaluations and away from teaching and service (Miller, 1990). The irony to all of this is that more than 60% of the faculty in 1990 felt that teaching effectiveness, not publication, should be the primary criterion for promotion (Boyer, 1990).

Compensation and status

Professional status and prestige are often determined by salary and perceived levels of influence. The expectation for professors to be good teachers, good researchers, and contributors to the community and profession through service is a demanding standard. While there has been a growing tendency to recognize and reward research over teaching, Boyer (1990) advocates that universities should be urged to extend special status and salaries to those who devote most of their time to teaching and are particularly effective in the classroom. This type of recognition would signify that teaching excellence is a hallmark of professional success.

McKeachie (1982) indicated that intrinsic motivation is requisite for effective teaching to occur; however, extrinsic rewards in the form of salaries and promotion are valued not so much by what they will buy, but rather for what they symbolize in terms of one's status and prestige among colleagues. Research including and subsequent to the Hawthorne study, has repeatedly shown that employee morale and productivity are influenced

significantly by group dynamics which are affected by intrinsic and extrinsic rewards (Griffith & Neugarten, 1984). In reality, a professor can get only so much salary, only so many medals for outstanding teaching, and only two or three promotions in rank before extrinsic motivation typically stops.

Compensation plans employed by colleges and universities are often viewed as ineffective because there are varying and unclear goals for higher education, institutions are unable to generate funds contingent upon faculty performance, the nature of public policy and budgetary processes, the difficulty of identifying "excellent" faculty, and the lack of valid and reliable instruments that assess scholarly competence, teaching abilities, or student learning.

The 1981 survey conducted by Instructor Magazine (Instructor's Second National Teacher Poll," 1981) asked 10,000 randomly selected educators to rank nine professions including teaching. The results of this survey placed educators behind doctors, lawyers, and engineers. Teachers ranked the same as police officers. Social workers, news reporters, and politicians were ranked below the teacher. Similar results were reported by Wiedmer (1983) from a survey of the 1978-82 Teachers of the Year; however, teachers were ranked third, falling just behind doctors and lawyers.

Intrinsic and extrinsic rewards must be addressed when ways to increase teaching effectiveness and satisfaction are examined. Over the course of one's lifetime, teaching effectiveness by faculty members may decline if emphasis is placed solely on salary increases, making promotions to tenure more competitive and difficult, and if emphasis is placed on external evaluation for rewards and punishment. Ways to increase intrinsic satisfactions for teaching must be explored for increased competition for

tenure may result in a less productive, rather than more productive, tenured faculty.

To determine students' perceptions on faculty roles and expectations, a one-page 23 (mostly Likert-type) item questionnaire was administered to undergraduate and graduate education students from 13 participating Renaissance Group Institutions which are dedicated to quality undergraduate teacher education. The questionnaire asked for background information, and opinions regarding faculty work, role expectations, compensation, and work load.

The three components of teaching, research, and service must be addressed by non-tenured faculty members in order to be considered for promotion and tenure in their respective institutions. Therefore, a major component of this survey was designed to secure students' perceptions on the relative importance of these three areas of faculty role and responsibilities.

Undergraduate and graduate education majors were chosen because they are the clients and supporters of colleges of education and their perceptions should be given consideration when decisions are made to determine how university faculty can best be used to serve their needs. By identifying the perspectives of students across institutions, it was hoped that insight into the students' views would help to clarify the perceived role of education faculty and their work conditions. This study addressed the following questions:

1. Is teaching, research, or service perceived by undergraduate and graduate education majors to be the most important job of an education professor?

2. How do students rate education professors compared to professors in subjects other than education, regarding the quality of teaching, research, and service to their communities?
3. How do students rate the relative effectiveness of education professors regarding teacher preparation, service to community, and conducting research?
4. What is the perceived ease of getting a good grade in education courses compared to other subjects?
5. How does the status of education professors compare to that of lawyers and medical doctors?
6. Should education professors spend more time on teaching, research, or service?
7. What is the perceived academic year salary of the average education professor?
8. How many hours do students believe education professors work and how many of those hours are spent in classrooms teaching students?

Methodology

Subjects and instrument

Questionnaires were sent to the deans of education at the 17 Renaissance Group Institutions which are dedicated to quality undergraduate education. The institutions were chosen because they participate in the Renaissance subgroup, Affinity Group on Role Expectations of Faculty Involved in Teacher Education. Questions regarding how education faculty spend most of their time at work, why, and how their work impacts students and faculty were posed. The questions were asked to further explore the areas of scholarship described by

Ernest Boyer, president of the Carnegie Foundation for the Advancement of Teaching, in the book Scholarship Reconsidered.

The identified education deans were asked to have the questionnaire administered to 10% of their undergraduate and graduate education majors. Respondents were requested to provide background information including sex, classification in college, academic degree completed, major academic area of study, and professional teaching and/or administrative experience. Using a Likert-type scale, respondents were to indicate their perceptions of the importance of a list of 15 variables for consideration in faculty role expectations. Finally, students were asked to respond to four open-ended questions regarding compensation and work load.

Procedure

Students provided demographic information and rated their beliefs on 15 variables regarding faculty role expectations concerning teaching, research, service, grades, status, and allocation of time using a five-point Likert-type scale: (1) strongly agree, (2) agree, (3) undecided, (4) disagree, and (5) strongly disagree. The students provided responses to four open-ended response questions regarding faculty compensation and work load. Means, standard deviations, and percentages were calculated for all of the variables within each area of the three survey areas--background information, faculty role expectations, and compensation and work load.

Results

Of the 17 institutions that were mailed questionnaires in October 1992, 13 (77%) participated in the study (see Appendix A). Of the 3,421 questionnaires mailed to the 13 participating institutions, 2,405 (70%) usable surveys were returned by December 20, 1992.

Who were the respondents?

There were 2,405 respondents (78% female). The respondents ranged in age from 18 to 57 years with a mean average of 26.9 years (SD = 8.14). The majority of respondents (67%) were undergraduate education majors whose highest degrees completed were evenly split (50%) between high school and post-secondary degrees (associates, bachelors, masters, education specialists, and doctorate). Teaching experience for the group ranged between 0 and 29 years with a mean of 6.8 years (SD = 5.7). Their administrative experience ranged from 0 to 25 years, and they had a mean of 1.1 years experience (SD = 3.2). More than two-thirds of the respondents 1,655 (70%), were composed of 1,083 elementary education (45%) and 572 secondary education (24%) majors. The 745 (31%) remaining students were majoring in special education; counseling, school, or educational psychology; or "other" academic areas of study.

Table 1

Background Information of Student Respondents

Variable		n	Percent
Gender (n = 2,398)			
Male		531	22.14
Female		1,867	77.86
	Total	2,398	100.00
Classification in College (n = 2,331)			
Undergraduate		1,562	67.00
Graduate		769	33.00
	Total	2,331	100.00
Highest Degree Completed (n = 2,356)			
High School		1,179	50.00
Associates		255	10.83
Bachelors		746	31.68
Masters		147	6.25
Education Specialist		22	0.94
Doctorate		7	0.30
	Total	2,356	100.00
Major Academic Area of Study (n = 2,400)			
Elementary Education		1,083	45.13
Secondary Education		572	23.83
Special Education		163	6.79
Psychology (Counsel., Sch., or Educ.)*		93	3.88
School Administration*		87	3.63
Other		402	16.74
	Total	2,400	100.00
*Graduate degree major			

Note: N = 2,405

Nearly all of the students in this survey (96%) believed that of the three faculty roles of teaching, research, and service, teaching was the most important job of an education professor (see Table 2). Service was ranked second (62%) while research was viewed as least important (43%).

When compared with professors in subjects other than education, education professors were rated as doing better jobs of teaching (55%) but were less successful in providing service to their colleges and communities (45%) and

researching areas of concern (35%). Education professors were rated outstanding in the preparation of teachers by 71% of the students. Only 41% of the students rated education professors outstanding in providing service to the community while little more the one-third (36%) viewed research contributions by them to be outstanding.

Regarding which of the three areas students felt education professors should spend more time on, the majority (60%) felt that more time should be spent on teaching, followed by service (41%), and finally research (23%).

Table 2

Students' Perceptions of Faculty Roles and Expectations on 15 Variables

Variable	n	Mean	SD
Teaching is the most important job	2,398	1.51	0.66
Research is the most important job	2,396	2.90	1.03
Service is the most important job	2,398	2.39	0.94
Education profs do a better job of teaching	2,394	2.48	1.09
Education profs do a better job of research	2,395	2.74	0.84
Education profs do a better job of service	2,395	2.56	0.89
Outstanding job of preparing teachers	2,390	2.26	0.92
Outstanding job of providing service	2,391	2.60	0.70
Outstanding job of conducting research	2,390	2.66	0.66
More time should be spent teaching	2,393	2.40	0.92
More time should be spent conducting research	2,395	3.14	0.88
More time should be spent providing service	2,389	2.72	0.86

Note: N = 2,405. Scale: 1 = Strongly agree
2 = Agree
3 = Undecided
4 = Disagree
5 = Strongly disagree

Grades in education courses

It is often expressed that higher grades are easier to earn in education courses than in courses in other fields of study. Nearly two-thirds of the students (62%) disagreed with this often stated assumption. Less than one fourth (23%) indicated that good grades were more easily acquired in education courses while a mere 15% were undecided on the issue.

Status, hours worked, and compensation

The status of education professors was rated by the students as being significantly less important than that of practicing medical doctors and lawyers. Practicing medical doctors were rated as having more status by 71% of the respondents while lawyers were rated by 65% of the respondents as having more status. These figures reflect previous research findings on the status of educators when compared to other professions. Brody (1977) stated that teachers often have a sense that they (unlike doctors and lawyers) are professionals who are not valued highly in American society. The public often assumes that anyone can teach.

Table 3

Students' Perceptions of Education Professors' Status Compared to Medical Doctors and Lawyers

Status variable	n	%
Less status than medical doctors	1,712	71.4
Less status than lawyers	1,549	64.7

Note: N = 2,405

Students reported that they believe college professors work a mean average of 41.3 hours per week (SD = 12.95) and spend an average of 17.3 of those hours in classrooms teaching students (SD = 8.59).

A wide range of salaries were reported for the average education professor for the academic year, excluding summer employment. Reported salaries ranged from $6,000 to $949,999 with a mean average of $40,120.23 (SD = $23,988.73). Nearly two-thirds of the respondents (65%) estimated the salary range to be between $20,001 and $40,000. When asked if the estimated salary was appropriate, the majority of respondents (54%) stated that the compensation was inadequate.

Table 4

Education Professors' Average Academic Salaries as Perceived by Students

Salary range	n	%
$ 0 - 10,000	3	0.1
10,001 - 20,000	47	2.0
20,001 - 30,000	556	24.5
30,001 - 40,000	926	40.9
40,001 - 50,000	540	23.7
50,001 - 60,000	136	5.8
60,001 - 70,000	42	1.8
70,001 - 80,000	19	0.8
80,001 - 90,000	2	0.1
90,001 - 949,999	8	0.3
Total	2,279	100.0

Note: N = 2,405

Discussion

Teaching in relation to research and service

Students perceive teaching to be the most important element of the three areas of responsibility university faculty are charged with fulfilling as members of the university academy--teaching, research, and service. In fact, if possible, students believe faculty should spend more time teaching, followed by provision of service, and finally to conduct research.

Although research and publications receive added emphasis in many of the major institutions when consideration is given to faculty for promotion and tenure, students deem it to be the least important factor, in terms of the importance of the job role, the quality of work performed, and in actual output. Since students are clients of the universities and colleges, are the ones most directly affected by the teaching and professional interaction with university faculty, it would seem that the strong attitudes conveyed regarding teaching should be given more consideration by colleges and universitites regarding faculty promotion and tenure concerns.

Students are perhaps not aware of the types of activities in which faculty are engaged in the areas of service and research. If research is to continue to receive added emphasis for promotion, tenure, and in the reward systems employed by colleges and universities, then it is incumbent upon faculty members to inform, involve, and engage students in being consumers and practitioners of research and providers of service.

Students reported that teaching was the most important job role of university faculty, and Boyer (1990) reported that more than 60% of the faculty identified that teaching effectiveness, not publication, should be the criterion for promotion. Universities and colleges should reassess what it is

that the clients deem to be most important and seek to meet their needs and reward faculty for doing such--through promotion, tenure, and monetary reward.

Status and salary

Education professors were viewed as having significantly less status than medical doctors and lawyers. Although education professors were deemed to be important, they were definitely not perceived to be of the same social status as doctors and lawyers. The mean average salary for education professors was reported by students to be slightly over $40,000 which was viewed as being too low. Recognizing that professors spend in excess of 41 hours on the average per week, 17 of those hours teaching, students expressed the need for more teaching, higher salaries, and greater status for the profession. This draws attention to the perceived importance of the job and notion that the salary is not commensurate with the job held, performance rendered, and importance of position to society.

Conclusion

The use of student evaluations of teacher performance in the classroom has long been a part of the faculty evaluation process that is incorporated in university and college promotion and tenure practices. This study underscores the importance that students place on the quality of teaching they are exposed to and are directly affected by. It is evident that students are either not aware of the importance that institutions place on faculty members conducting research and providing service, or they deem these two areas to be significantly less important to their immediate and personal needs.

Faculty members have a limited amount of time to perform all the tasks that are required and there must be a delicate balance made to ensure that teaching, research, and service are not eliminated and/or conducted in a

mediocre manner. The fact that there is such a discrepancy between what students and faculty deem to be most important --teaching-- compared to what institutions of higher education deem to be most important -- research and publication -- is worthy of further consideration and assessment. Faculty members must be stimulated to continue to perform at peak performance which is nurtured through intrinsic and extrinsic motivation methods. There must be a closer alignment between what faculty and institutions of higher learning value and reward.

Although students are not often given opportunities to voice their opinions in how universities and colleges are managed, it is perhaps time that they are allowed and encouraged to express how the university's faculty could best serve them. Afterall, they are the clientele that colleges and universities are striving to serve. University administrators are in the driver's seat to determine procedures that will serve to reward faculty performance and accomplishments to best meet student needs, provide for sound professional growth, and enable professors to allocate time appropriately to worthwhile professional endeavors that will enable both intrinsic and extrinsic rewards to be realized.

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Appendix A

Renaissance Group Institutions and Participation in the Study

Institution	Participation
1. Ball State University	Yes
2. California State University at Bernardino	No
3. Eastern Michigan University	Yes
4. Emporia State University	Yes
5. Georgia Southern University	No
6. Illinois State University	Yes
7. Middle Tennessee State University	Yes
8. Millersville University of Pennsylvania	Yes
9. Norfolk State University	Yes
10. Sam Houston State University	Yes
11. Towson State University	Yes
12. University of Alabama at Birmingham	Yes
13. University of Northern Colorado	No
14. University of Northern Iowa	Yes
15. University of Wisconsin-Oshkosh	No
16. Western Kentucky University	Yes
17. Winthrop College	Yes